



CASE STUDY

USAID helps improve Yemeni children's reading

Yemen Early Grade Reading Approach achieves dramatic results



USAID/Community Livelihoods Project

ORAL READING FLUENCY OF GRADE 1 STUDENTS INCREASED, ON AVERAGE, BY 900 PERCENT IN THE FIRST YEAR WHERE THE PROGRAM WAS LAUNCHED.

CONTEXT In 2011, a USAID-funded early grade assessment found that the average Grade 3 student in Yemen was only able to correctly read twelve Arabic words per minute. Further, 27 percent of these children were unable to read a single word.

INTERVENTION In response, the Ministry of Education in Yemen asked USAID to initiate the Yemen Early Grade Reading Approach (YEGRA) to pilot teacher-training and reading programs for children at 381 schools in Yemen.

RESULTS In July 2013, the findings of a one-year follow-up study show that YEGRA is producing dramatic results. For example, the oral reading fluency of Grade 1 students increased, on average, by 900 percent in the first year in trial schools. Average student reading and writing scores in the 381 trial schools are now far surpassing the scores of children at schools in Yemen without this program. Across all other evidence-based measurements, this trial program is producing results that are exceptional according to educational experts.

“When more Yemeni children attend school and learn to read, they are better able to contribute to this great nation—as knowledgeable and skilled citizens. This is our dream,” said Herbie Smith, USAID’s Mission Director for Yemen. “This program is now a proven success, and it is the kind of effort that every American can take pride in supporting,” added USAID Mission Director to Yemen, Herbie Smith.

Telling Our Story

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